

# Marion Donaldson Elementary School

## ARIZONA SCHOOL REPORT CARD 2003-04

2040 W. Omar Drive, Tucson, AZ 85704

Amphitheater Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

Elementary  
Achievement Profile \*

Highly Performing\*

\* The profiles are Excelling, Highly Performing, Performing or Underperforming.

### No Child Left Behind

Adequate Yearly  
Progress\*\*\*

Met

School Improvement  
Status\*\*\*

N/A

\*\*\* For additional information, please refer to the AYP page in this report card.

### School Overview

Principal/Administrator : Mrs. Anita R. Howard  
Schedule : 7:30 AM to 3:30 PM  
Grades : Pre-K-5  
2003 Enrollment : 410  
Web Address : [www.amphi.com/schools/donaldson](http://www.amphi.com/schools/donaldson)  
Phone Number : (520) 696-6160  
Fax Number : (520) 696-6204  
E-mail : [ahoward@amphi.com](mailto:ahoward@amphi.com)

### Mission

The mission of Donaldson Elementary School is to inspire students to be responsible, lifelong learners who are productive members of society.

### School / Academic Goals

- ü Eighty percent (80%) of the students will maintain or increase amount of time reading by meeting the individual classroom goal for reading.
- ü 80% of students will improve on the Six Traits of Reading rubric as indicated by one or more of the following: Students will be at a level 3; students will improve one level; students will meet the requirement of their IEP.

### Instructional Programs

- ü Special Education Preschool
- ü Gifted
- ü On-site Special Education
- ü SEI

### Enrollment

October 1, 2002 School Year Student Enrollment : 471  
Accepting New Students in 2003-04 Under Open Enrollment Law<sup>2</sup>: Yes  
Number of Students Attending Under Open Enrollment in 2002-03 : 50

### Calendar Information

Number of Instruction Days : 178  
Average Daily Instruction Time : 5 hours 20 minutes  
First Day of School : 8/6/2003  
Last Day of School : 5/19/2004

Visit <http://www.ade.az.gov/azlearns/> for more information on the performance of your school.

Financial information will be posted on the web early 2004 after schools have completed year-end reports.



ARIZONA  
DEPARTMENT OF  
EDUCATION

# Marion Donaldson Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü State Tax Credit Monies Budget
- Ü School Safety Issues
- Ü Curriculum Development
- Ü Parent/Educator Relations
- Ü Class Size Issues
- Ü Technology Usage

## Staffing Information for School Year 2003-04

Position	Number	Position	Number
Administrator	1.00	Teacher	28.00
Other Professional Staff	1.00	Teacher Aide	6.00

## Educational Attainment by Years of Teaching Experience for School Year 2003-04

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	0	0
4 to 6 years	1	0	0	0
7 to 9 years	1	1	0	0
10 or more years	9	9	1	1

## Shared Responsibilities

### School

Responsibilities include communicating the Strategic Improvement Plan, the Handbook of Student Rights and Responsibilities, and all federal and state Compliance Notices. Clear communication about school, parent and student responsibilities.

### Parents

Parents are asked to ensure proper attendance including getting their students to school on time, assist in academic achievement, review all rules, attend orientation meetings and conferences, read the newsletter and other parent communications.

## Resources Available at School Site

### Special Facilities

- Ü Mini-research Lab in Media Center
- Ü Head-end Video Lab

### Extracurricular Activities

- Ü Computer Lab
- Ü Chorus
- Ü Orchestra/Band
- Ü Student Council

### Social Services

- Ü Day Care
- Ü Afterschool Program
- Ü Health Services
- Ü Counseling Services

## Transportation Policy

Riding the school vehicles is a privilege. Stops are located one-half mile grades K-3 and one mile for grades 4-5. We support safe, secure transportation to and from school, which includes appropriate behavior on buses and the wearing of seat belts.

Indicators of Success Based on Historical Data from 2002-03

School Achievements/Accomplishments 2002-03

- ü Donaldson was ranked #1 in the state both in terms of monies raised and books read through the March of Dimes Reading Champions Program.
- ü Donaldson Odyssey of the Mind team went to State Finals in 2003.

School Honors

Awards or Special Recognition Received by the School, Staff or Students

Award/Honor	Year
ü A+ School	1996
ü March of Dimes State Reading Champs	2003
ü SW Regional Science Fair Winner	2003
ü Odyssey of the Mind State Finals	2003

Student Activity Rates for School Year 2002-03

	% School	% K-6	Arizona % 7-8	% 9-12
Attendance Rate <sup>2</sup>	96	95	94	96
Transfers Out <sup>3</sup>	24	20	20	20
Transfers In <sup>4</sup> (Within District)	1	2	2	2
Transfers In <sup>5</sup> (Out of District)	6	10	10	9
Promotion Rate <sup>6</sup>	99	99	98	95
Retention Rate <sup>7</sup>	1	1	2	5
Dropout Rate <sup>8</sup>	--			8
Status Unknown <sup>9</sup>	--			6
Graduation Rate <sup>10</sup>	--			76

Measure of Academic Progress

	% of Students Achieving One Year's Growth	
	Reading	Math
Grades 2-3	80	79
Grades 3-4	73	73
Grades 4-5	57	69

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2002-03. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2003. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03<sup>11</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	1286	75372	103	99	101	570	537	523	0	6	9	7	17	25	26	36	36	67	41	30
All Students (Prior Year)	67	1252	70809	NA	NA	NA	564	536	518	2	4	11	8	21	27	29	33	35	62	41	27
Female	32	626	36901	100	98	101	569	537	524	0	6	8	8	16	25	28	37	36	64	41	31
Male	48	658	38385	104	99	101	571	538	523	0	6	9	6	18	24	24	34	36	70	41	30
African American	NC	42	3589	NC	98	96	NC	523	501	NC	13	18	NC	13	33	NC	38	33	NC	38	16
Hispanic	19	425	29103	100	97	99	572	515	510	0	14	12	15	23	31	31	36	36	54	27	20
Asian/Pacific Islander	NC	38	1574	NC	97	96	NC	558	549	NC	0	3	NC	6	14	NC	38	34	NC	56	48
American Indian/Alaskan Native	--	31	5086	--	97	114	--	514	491	--	7	22	--	36	38	--	32	28	--	25	12
White	52	749	34597	102	100	98	572	546	535	0	3	4	5	15	20	21	36	38	74	46	38
Students with Disabilities	11	157	8057	110	97	99	NA	493	496	NA	39	23	NA	23	31	NA	14	28	NA	25	17
Students without Disabilities	69	1129	67315	101	99	101	570	539	525	0	4	8	7	17	24	26	37	37	67	42	31
Limited English Proficient Students	11	170	16925	110	102	112	NA	479	482	NA	29	27	NA	36	40	NA	29	26	NA	7	7
Migrant Students	--	32	869				--	522	501	--	11	17	--	0	30	--	72	39	--	17	14
Economically Disadvantaged	--	459	26325				--	512	504	--	15	15	--	26	34	--	35	33	--	24	18
Non-Economically Disadvantaged	80	827	49047				570	548	530	0	2	6	7	14	21	26	36	37	67	48	35

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	1286	75221	103	99	101	546	530	523	0	5	8	5	11	16	48	58	56	47	25	21
All Students (Prior Year)	70	1254	70860	NA	NA	NA	561	536	524	0	5	9	2	11	17	36	45	45	62	39	30
Female	32	628	36833	100	99	100	552	533	526	0	4	6	4	10	15	44	56	56	52	30	23
Male	48	658	38319	104	99	101	541	527	520	0	6	9	6	13	17	52	61	56	42	21	18
African American	NC	42	3597	NC	98	97	NC	517	510	NC	9	14	NC	22	22	NC	53	53	NC	16	11
Hispanic	19	424	29019	100	97	99	539	517	513	0	10	12	15	19	21	38	58	55	46	13	13
Asian/Pacific Islander	NC	38	1572	NC	97	95	NC	541	536	NC	0	2	NC	6	9	NC	63	57	NC	31	31
American Indian/Alaskan Native	--	31	5071	--	97	114	--	516	502	--	15	20	--	7	27	--	56	46	--	22	8
White	52	748	34543	102	100	97	550	536	531	0	3	4	0	8	12	52	59	58	48	30	26
Students with Disabilities	11	158	8006	110	98	99	NA	519	505	NA	26	22	NA	3	23	NA	42	42	NA	29	13
Students without Disabilities	69	1128	67215	101	99	101	546	530	524	0	4	7	5	11	16	48	59	56	47	25	21
Limited English Proficient Students	11	169	16853	110	102	112	NA	475	489	NA	64	29	NA	7	36	NA	29	32	NA	0	3
Migrant Students	--	32	866				--	511	503	--	11	19	--	6	23	--	78	49	--	6	8
Economically Disadvantaged	--	461	26256				--	513	509	--	13	14	--	17	24	--	55	51	--	14	11
Non-Economically Disadvantaged	80	825	48965				546	537	528	0	2	5	5	9	13	48	60	58	47	30	24

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	79	1257	73654	101	97	99	548	539	530	0	7	9	2	8	13	91	74	70	7	11	7
All Students (Prior Year)	67	1230	68592	NA	NA	NA	577	559	542	2	6	9	4	8	12	60	62	63	34	24	16
Female	32	618	36239	100	97	99	555	545	537	0	6	7	0	7	11	92	72	72	8	15	10
Male	47	638	37301	102	96	98	542	532	523	0	7	12	3	10	15	91	76	68	6	7	5
African American	NC	40	3488	NC	93	94	NC	534	515	NC	16	16	NC	6	18	NC	69	62	NC	9	4
Hispanic	19	415	28348	100	95	96	535	522	520	0	13	13	8	14	17	85	65	65	8	8	5
Asian/Pacific Islander	NC	38	1558	NC	97	95	NC	559	547	NC	0	3	NC	3	8	NC	81	76	NC	16	13
American Indian/Alaskan Native	--	30	4947	--	94	111	--	526	507	--	15	22	--	22	22	--	44	53	--	19	3
White	52	732	33924	102	98	96	552	545	537	0	4	5	0	6	10	93	79	75	7	12	9
Students with Disabilities	10	142	7306	100	88	90	NA	499	506	NA	30	24	NA	21	20	NA	49	52	NA	0	4
Students without Disabilities	69	1115	66348	101	98	100	548	540	531	0	5	8	2	8	13	91	75	71	7	12	8
Limited English Proficient Students	11	164	16422	110	99	109	NA	470	495	NA	64	30	NA	7	27	NA	29	43	NA	0	0
Migrant Students	--	32	849				--	528	511	--	11	19	--	0	22	--	78	56	--	11	4
Economically Disadvantaged	--	447	25711				--	520	514	--	15	16	--	14	19	--	64	61	--	7	3
Non-Economically Disadvantaged	79	810	47943				548	547	535	0	3	7	2	6	11	91	78	74	7	13	9

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2002-03<sup>11</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	1337	76230	101	98	101	505	515	498	2	6	12	43	31	38	21	13	12	35	50	37
All Students (Prior Year)	79	1362	72888	NA	NA	NA	504	515	494	14	7	14	30	30	40	13	13	12	43	50	34
Female	39	642	37247	103	97	100	496	516	500	3	4	11	50	33	40	18	14	13	29	49	37
Male	33	690	38725	100	97	101	515	514	497	0	7	14	34	29	37	24	13	12	41	51	37
African American	NC	49	3594	NC	104	96	NC	489	476	NC	14	22	NC	36	46	NC	14	11	NC	36	21
Hispanic	10	423	28100	91	95	98	500	496	482	10	10	18	40	42	47	30	15	11	20	33	24
Asian/Pacific Islander	--	39	1447	--	93	95	--	549	527	--	0	5	--	23	26	--	9	11	--	69	58
American Indian/Alaskan Native	NC	24	5292	NC	100	113	NC	511	463	NC	0	31	NC	58	47	NC	5	8	NC	37	14
White	57	797	35389	106	98	96	508	522	514	0	4	6	44	25	32	15	13	14	42	57	48
Students with Disabilities	10	169	9022	111	91	105	502	483	465	0	19	31	0	38	43	100	19	8	0	24	17
Students without Disabilities	62	1168	67208	100	98	100	505	515	500	2	6	12	44	31	38	19	13	12	35	51	38
Limited English Proficient Students	--	118	14826	--	101	113	--	455	460	--	28	31	--	62	51	--	0	8	--	10	10
Migrant Students	--	23	837				--	485	478	--	8	19	--	50	51	--	25	8	--	17	21
Economically Disadvantaged	NC	462	25037				NC	495	477	NC	11	21	NC	45	47	NC	11	11	NC	33	21
Non-Economically Disadvantaged	64	875	51193				507	523	507	2	3	9	38	25	35	22	15	13	38	57	43

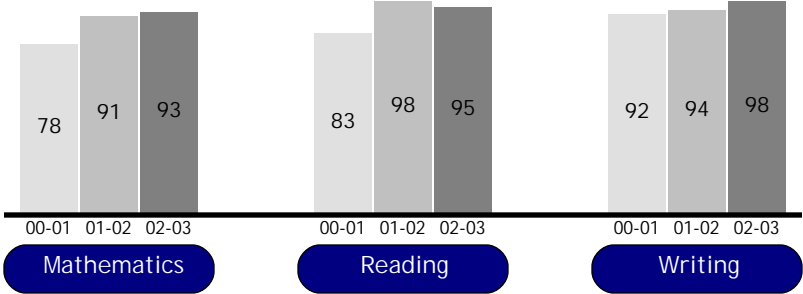
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	1332	76202	101	97	101	506	512	505	8	10	19	29	19	24	51	54	46	13	16	11
All Students (Prior Year)	79	1350	72779	NA	NA	NA	519	516	505	10	11	21	14	16	20	51	46	43	25	27	15
Female	39	641	37231	103	97	100	505	513	507	9	9	16	32	18	24	47	56	48	12	17	13
Male	33	686	38718	100	97	101	508	511	503	7	11	22	24	21	24	55	52	44	14	16	10
African American	NC	50	3600	NC	106	97	NC	499	497	NC	25	28	NC	31	29	NC	36	39	NC	8	5
Hispanic	10	417	28090	91	94	98	500	504	497	0	16	28	40	27	30	60	48	37	0	8	5
Asian/Pacific Islander	--	38	1443	--	90	95	--	520	515	--	0	9	--	21	19	--	62	53	--	18	19
American Indian/Alaskan Native	NC	24	5311	NC	100	113	NC	506	491	NC	11	38	NC	37	31	NC	47	28	NC	5	3
White	57	800	35371	106	98	96	509	516	512	6	8	10	25	15	20	52	57	54	17	20	16
Students with Disabilities	10	177	9097	111	96	106	506	503	493	0	17	39	0	22	27	100	48	29	0	13	5
Students without Disabilities	62	1155	67105	100	97	100	506	512	506	8	10	18	29	19	24	50	54	47	13	16	12
Limited English Proficient Students	--	113	14780	--	97	113	--	482	486	--	54	50	--	39	32	--	7	18	--	0	1
Migrant Students	--	22	832				--	504	492	--	8	36	--	17	31	--	75	31	--	0	3
Economically Disadvantaged	NC	456	24961				NC	502	495	NC	20	32	NC	28	30	NC	46	34	NC	7	4
Non-Economically Disadvantaged	64	876	51241				507	516	509	4	6	14	29	16	22	56	58	51	11	20	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	1315	74692	101	96	99	520	521	502	2	9	18	30	22	27	59	54	47	10	14	8
All Students (Prior Year)	78	1331	70710	NA	NA	NA	550	538	512	5	7	17	11	21	26	50	45	42	34	28	16
Female	39	637	36710	103	96	99	512	526	509	3	7	14	35	19	26	59	56	50	3	17	10
Male	33	674	37742	100	95	98	530	516	495	0	10	22	24	25	28	59	53	44	17	12	6
African American	NC	50	3516	NC	106	94	NC	513	487	NC	14	26	NC	28	31	NC	50	39	NC	8	4
Hispanic	10	413	27492	91	93	96	507	503	486	0	13	27	30	33	32	70	46	38	0	8	4
Asian/Pacific Islander	--	39	1428	--	93	94	--	548	528	--	0	8	--	14	20	--	54	54	--	31	18
American Indian/Alaskan Native	NC	23	5166	NC	96	110	NC	511	470	NC	16	39	NC	26	32	NC	53	27	NC	5	2
White	57	788	34785	106	97	94	527	529	517	2	7	10	25	18	23	60	58	56	13	17	11
Students with Disabilities	10	165	8428	111	89	98	472	486	472	0	26	38	100	26	30	0	42	29	0	5	3
Students without Disabilities	62	1150	66264	100	97	99	521	522	503	2	8	17	29	22	27	60	55	48	10	15	8
Limited English Proficient Students	--	110	14363	--	94	109	--	444	459	--	59	47	--	41	34	--	0	19	--	0	1
Migrant Students	--	22	814				--	493	475	--	17	33	--	50	37	--	25	27	--	8	2
Economically Disadvantaged	NC	455	24507				NC	495	480	NC	19	31	NC	35	33	NC	38	33	NC	7	3
Non-Economically Disadvantaged	64	860	50185				525	533	511	2	4	13	25	17	24	62	61	53	11	18	10

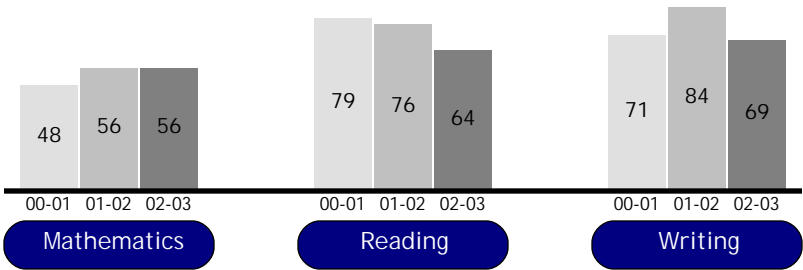
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	NA
	Made AYP?	Yes

#### Glossary:

**Adequate Yearly Progress (AYP):** The federal mandate, No Child Left Behind, that holds schools accountable for the performance of subgroups, as well as all students. The goal is to have 100% of all students at and above proficient by 2013-14 in reading and math.

**Met Percent Tested:** Schools and districts in which at least ninety-five percent (95%) of students enrolled at the time of the test administration complete the state assessments will meet the AYP standard established in federal statute. Schools and districts in which fewer than ninety-five percent (95%) of any student subgroup complete the state-mandated assessments will not meet the AYP standard, provided that the size of the subgroup meets the minimum number of students required for the analysis, thirty (30) students.

**Met Test Objectives:** The ADE will calculate the percentage of students meeting or exceeding the standard in reading and mathematics in order to determine if each subgroup met the annual measurable objectives for each subject/grade (AMO). If all student subgroups meet the annual measurable objectives the school is considered to have met the AYP standard. If any of the student subgroups fails to meet the annual measurable objectives the school is considered not to have met the AYP standard. To ensure that AYP decisions are valid and reliable, the ADE will use confidence intervals for all subgroups, schools, districts and state determinations. The ADE will utilize a 99% confidence level to make valid AYP determinations for each of these groups by subject area (reading and mathematics).

**Met Attendance Rate:** Students must have an attendance rate of at least 93.5% over the first 100 days of the academic year. This is calculated by dividing the Average Daily Attendance (ADA) by the Average Daily Membership (ADM). If the attendance rate is less than 93.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year.

**Met Graduation Rate:** School wide, those that are required to submit graduation rate data must have a four year graduation rate for the class of 2002 of 70.5% or greater. If the graduation rate is less than 70.5% at the school level, the safe harbor provision allows for a .5% gain or more from the previous academic year. Recall that, for each subgroup, the attendance rate and its associated targets apply; the graduation rate indicator can be used only at the school level.

**School Improvement - Year 1:** Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

**School Improvement - Year 2:** Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

**Corrective Action:** Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns) and go to NCLB link

## Stanford Achievement Test, Ninth Edition (SAT-9) Results

## Stanford 9 Percentile Rank Scores

Grade	Content Area	2000-2001				2001-2002				2002-2003			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	74	74	65	53	87	60	49	44	97	59	59	50
	Language	77	61	57	45	87	61	47	39	96	49	51	43
	Mathematics	81	65	69	56	87	63	61	52	100	64	66	57
3	Reading	80	73	64	50	97	64	51	43	99	71	58	47
	Language	79	73	67	55	97	66	58	50	99	78	63	54
	Mathematics	81	72	66	53	93	69	61	50	100	80	67	54
4	Reading	91	81	69	55	97	60	56	47	93	74	63	52
	Language	91	74	62	50	99	57	53	45	90	71	59	48
	Mathematics	91	75	71	56	92	67	62	52	96	74	69	57
5	Reading	87	67	62	51	99	47	55	46	97	67	63	50
	Language	89	61	57	46	97	57	51	43	100	66	58	46
	Mathematics	87	73	71	56	93	66	66	54	97	73	72	57

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Emergency lock-down and evacuation procedures for staff/student safety. Visitors must sign-in at office. All staff and visitors must wear identification badges. Second Step Violence Prevention Curriculum with lessons in every classroom weekly.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Anita Howard	(520) 696-6160
Transportation Policy	Mark Lappitt	(520) 696-3783
Community Resources	Anita Howard	(520) 696-6160
School Nutrition Programs	Maritza Ellis	(520) 696-6202
Parent Organization	Donna Catalano	(520) 575-7009
Student Health/Nurse	Linda Wendorf	(520) 696-6164

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns). If your school received a small school, new school or alternative label, this is not an achievement profile. They did not meet the criteria to receive an achievement profile. Schools will receive an achievement profile in October of 2004.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2002-03 school year.

4 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2002-03 school year.

5 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2002-03 school year.

6 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2002-03 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

7 Retention Rate: Percentage of students retained at the end of the 2002-03 school year.

8 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2002-03 school year, to include activity during the summer of 2002. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

9 Status Unknown: Percentage of students unaccounted for by any method during the 2002-03 school year. Status unknown students are not necessarily dropouts.

10 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2002. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/grad](http://www.ade.az.gov/grad).

11 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes ( -- ). For more information on testing and Arizona Academic Standards go to [www.ade.az.gov/standards](http://www.ade.az.gov/standards)